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VOLUME LXXI NO. 21 WELLESLEY, MASSACHUSETTS MAY 2, 1975

Bond presents Presidential platform

by Catherine Leslie '78

Georgian State Senator Julian Bond presented his populist platform for the presidency Tuesday at Alumnae Hall.

Calling for a national coalition of the needy, and a return to the "great society" programs of the sixties, he attacked the "malignant neglect" of the administration and congress of the poor and the underprivileged.

He cited the 60% national pull back in social service expenditures as evidence that the "reins of government had been seized by the comfortable, callous and smug."

Bond's proposals include a restructuring of present American economic policy, closing the income gap by a negative-income tax that guaranteed $6500 to a city family of four, instituting full employment by creating public service jobs on the federal payroll, and converting critical services, like utilities and fuel companies, to national, state, or municipal ownership.

"I personally would want relatively little of what we now know as private ownership. The large corporations, now more powerful than the government, must be put in their proper places. We must have effective social control over monopolies."

High on his list of priorities is a strengthening of public education, especially vocational job training programs.

Bond commented on the tragedy of Boston busing, that "buses black students from one poor school to another poor school."

"As a general rule, educational dollars follow the white child, and the black child will have to follow." He is in favor of busing if it holds to two standards: "that children are not transported over a tremendous distance, and that it follow the pattern of the highway system, going in two directions."

His proposal for guaranteed free health services for all would be financed through the national treasury and not private insurance companies.

A definite proponent of increasing federal government expenditures on social welfare projects, he pointed to the defense budget as a source of funds "to help the American underclass better themselves."

"A minimal standing army based in the U.S. could provide for the defense of this country and overseas commitments with a 40% cut in the defense budget."

Feeling that the U.S. is largely responsible for the misery of Vietnam, he supports compassionate aid to its people, and a reassessment of our policy of world peacemaker.

"Our support of Israel should be hinged on her returning to her 1967 borders and guarantees of the Arab states to recognize those boundaries. The Palestinians must

(Continued on page 3)

A battalion of haggard little sisters staked out Society Road last Friday night to save spaces in the front lines for their big sisters. However, their valiant efforts were in vain, for the winner of hooprolling, Cherie German, was an underdog who started from in the middle of the moh.

photos by Susha Norkin '75

Roodkowsky & the Republicans: Hard work, many benefits

by Mary Jo Ruben '76

"The Massachusetts Republican Party is more democratic than the Democratic Party. There are more blacks, more Jews, more young, more old, more people of diverse backgrounds," said Alice Roodkowsky as she began speaking about her role in Massachusetts politics. Roodkowsky's role here at Wellesley is Assistant to the Coordinator of Student Services.

In the eleven years that she has been in Massachusetts, Roodkowsky's involvement in the state political structure has been extensive. She is currently a member of both the Natick Republican Town Committee and the Massachusetts State Republican Committee. She was elected Secretary of the Massachusetts State Republican Committee in 1968, which means that she serves on the Executive Committee and she keeps the minutes in both the State and the Executive committee meetings. If there is a change in the composition of the State Committee, she must notify the Secretary of State. The *Pachyderm*, a Republican newsletter now defunct because of lack of funds, was edited by her.

As a member of the Natick Town Committee, she serves as a delegate to the state convention. Roodkowsky opens the state convention by giving the "call of the convention".

Roodkowsky has worked for John Volpe, Elliot Richardson, Edward Brooke, Margaret Heckler. She cannot publicly support anyone who is not a Republican, nor can she work for someone of the opposition. Because these positions are non-paying, Roodkowsky feels that one truly has to like politics a lot to be so involved. "The benefits, though, are interesting," she says. She has a low license plate number which Governor Sargent gave to members of the State Committee. "However, it's all the easier for a policeman to remember," she laughed.

When President Ford was in Boston, Roodkowsky was one of the nineteen members to have breakfast with him. She is also invited to many events given by the women's Republican groups. "One major disadvantage," said Roodkowsky, "is that there is not a budget to cover personal expenses such as food, travel, phone calls, etc. which members might incur on committee business. The Massachusetts State Republican Committee is in debt about $20,000. But that's an improvement over the $100,000 debt of before."

Massachusetts is divided into forty senatorial districts, with a man and a woman elected from each. They are elected on a ballot in a pre-presidential election next April. On the same ballot, town committee members, delegates to the national convention, and town and ward committee members are elected. State committee members secure a four-year term. The districts vary in size. In Roodkowsky's district, there are eleven towns, some in Norfolk County and some in Middlesex County. Traditionally, the man and the woman elected to the State Committee are from different parts of the district. "The bulk of the work is done by the woman," Roodkowsky says.

Roodkowsky feels that more young people should become involved in politics of either party and have a say. She feels that, at the local level, one can really get to know the candidates. In closing, Roodkowsky stated that she will support Ford if he is a candidate in 1976.

Prof. Bell to head council on unemployment insurance

Carolyn Shaw Bell, Katharine Coman Professor of Economics, was named last week by the Secretary of Labor to head the Federal Advisory Council on Unemployment Insurance.

The Council established by Congress in 1971 to review the federal-state system of unemployment insurance and to recommend changes to the Secretary of Labor, consists of five members representing the public, five employers, and five employees. Professor Bell was named a member of the Council last year and is the first member to serve as chair.

Meeting in Washington on March 5 and 6, the Council examined the current state of funds for the unemployment insurance system and reviewed proposals for changing the present method of providing funds both by taxation and by federal advances. It also heard a report on the $5 billion supplemental appropriation requested from Congress which includes additional funding for the system.

Professor Bell's special fields are consumption, marketing, income distribution and accounting. She has done extensive studies on human resources, employment, problems of the urban poor, and the microeconomic data used to analyze policy problems.

Professor Bell speaks frequently to banking and business groups, to community organizations, and to alumnae associations. In 1972, she delivered papers before the National Conference on Public Service Employment held in New York City, and the annual meeting of the American Council on Education in Miami. This spring she will submit a paper at a conference in California, on the implications of the equal rights amendment.

In addition to being a regular commentator on WGBH-TV, the Boston station of the National Educational Television, Professor Bell has also been a guest on other radio and television shows. Recently she participated in the nationwide TV show, "The Advocates".

Professor Bell also worked with the women's caucus of the American Economic Association to persuade that professional group to take positive actions to improve the position of women economists.

Currently, Professor Bell chairs the Committee on the Status of Women in the Economics Profession of the AEA,, in addition to being a member of the executive Committee of the American Economic Association and a public member of the National Advertising Review Board. She is also on the editorial board of

(Continued on page 3)

Float Night

The Float Night Committee needs 36 rowers to participate in this year's Float Night. This would necessitate staying on or near campus until Commencement. Since the W-formation is quite complicated, oarsmen should be willing to practice at least an hour every day during the week following exams, May 21-29.

Room and board will be provided, but first priority must be given to those who are staying for other activities as well — cleaning, ushering, the play, et cetera. Any students who will be living in the area during this time are also welcome to participate.

All who are interested in helping make this Centennial event a success should attend a meeting Thursday, May 8, at 4:30 in the boathouse. If you have questions or can't attend the meeting, please call Cathy or Barbara at 237-2027.

EPA & H_2O

by Claire Kline '77

Wellesley students learned about water pollution legislation from a representative of the EPA. Mr. Jeffery G. Miller of the Environmental Protection Agency spoke about the problems of enforcing environmental laws last Thursday, April 24 in Shafer living room. Although Miller assured his listeners that "it looks like things will be relatively clean by 1977", he said that essentials for sewage treatment plants, such as water pumps and parts, are in short supply. Another current problem is the shortage of engineers available to design treatment facilities.

EPA administrative policy involves two basic parts, construction grants and a permit system. Federal money is budgeted for municipal treatment plants. From 1972-75, $18 billion was set aside for this purpose, with the cost of a single facility set at $73 million. The regulatory part of the act requires industries to apply for permits to install pollution control facilities with a time schedule for completion of the facility, decided jointly by the company and the EPA. Reports on pollution emissions into industrial waterways are required from the companies and data is checked by the EPA. Enforcement depends on private groups, because the agency is unable to handle the volume of enforcement presently needed.

The discussion was sponsored by the Wellesley Environmental Concerns Group.

President Newell stuffs cream pie into a student's mouth during the pie-eating contest at the Centennial Carnival.

photo by Sasha Norkin '75

Leacock on social evolution

by Janet Gray '77

Eleanor Leacock, Chairman of the Department of Anthropology at the City College of the City University of New York, spoke on the topic "Social Evolution: What it Means in 1975," on April 24 in Davis Lounge. Leacock's address centered on the prejudices involved when viewing other cultures and societies ethnocentrically; that is, using one's own prejudices and perspectives when evaluating other societies.

Leacock was highly critical of many anthropological ethnocentric studies of other societies, and cited two examples of ethnocentric biases resulting in false conclusions. The first example Leacock noted was the television series "Primal Man" which had been shown on the public broadcasting system. Leacock felt that "Primal Man" presented an erroneous view of man as the aggressor and woman as the passive figure. She noted that "Primal Man" will eventually become a standard series in the high school, and fears that this will aid in the perpetuation of these false stereotypes.

According to Leacock, a second example of inaccurate assumptions being made because of ethnocentric prejudices is the book "Ogibwa Woman" by Ruth Landon. Leacock felt that Landon draws too much from her own values in her interpretation of this society.

Leacock concluded her address by stating that one should not take a society out of its context when evaluating it. She noted that very few societies are autonomous and thus it is helpful to view its interrelationships with other tribes.

The three dramateers hit Wellesley. Mary Stuart White, left, is looking for funds to put "Jumping Off the Roof" on the road. Gloria James, center, as a cast member of "I am a Black Woman" is rehearsing for May 9, 10, and 11 performances. Jane Freundel, right, is director of Cabaret, which plays tonight and tomorrow at 8 p.m. in Jewett.

photo by Sasha Norkin '75

In Our Opinion

Guest editorial

Course book questioned on practical grounds

Editor's note: the following editorial was written in response to the proposed course evaluation booklet. The booklet is a student initiated and managed project.

For a few practical reasons, I oppose the publication of a course evaluation book at Wellesley:

1) (I transferred to Wellesley in Jan., 1974) At Yale only pitiable freshmen took such an annual publication seriously.
2) The same poor freshmen were horribly misled by subjective criteria: one man's meat is another's poison.
3) Professors were mortally wounded by a scurrilous and backbiting kind of reportage.
4) Subjective public criticism is an invasion of privacy (especially if the guidance derived from the book is suspect).
5) The money could be better spent elsewhere.

by Elizabeth Muther '75

Budgeting procedure Needs review

In view of the strict budget limitations across campus this year, cutbacks in fund allocations should come as no surprise to the organizations funded by SOFC (Student Organization Fund Committee) grants. However, the manner of distributing these funds must be examined.

SOFC is the committee of Senate which has the sole responsibility for all financial matters under the jurisdiction of Senate. SOFC makes budget recommendations to the Senate, which then votes to allocate the funds. The organizations funded by SOFC include most of those involved with student activities: for example, Legenda, News, Ethos, WBS and the Sports Association.

Overall budget shrinking has necessitated substantial cutbacks for most campus organizations.

This year, the Senate has voted on the different organization budgets as they have come up on the agenda. Rather than being presented with an overview of the allocation of the entire budget, Senate has been voting in a piecemeal fashion, with no reliable means of determining which organizations would have to be cutback if another were funded more generously. They considered each budget separately and judged on its particular merits. As a result, budget limitations became more apparent as the allocation process proceeded.

If it were possible to devise a budgeting procedure whereby the entire economic picture were considered, perhaps a more equitable method of fund allocation could be achieved.

Wellesley News

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Letters to the Editor

NOTE: The *Wellesley News* welcomes feedback from its readers on any issue and will print most letters it receives. The *News* reserves the right to shorten any letter due to space limitations and requires that all letters to be printed must be signed legibly, with the writer's affiliation to the College noted (e.g. student, faculty, etc.).

Pending legislation threatens Fair Labor Standards Act

To the Editor:

Recent legislation introduced in Congress has both the intent of helping and the effect of harming the farm workers' fight in the western part of the nation. Rep. Barbara Jordon (D-Tex.), after declaring that Mexican-Americans are being kept from the polls by discriminatory voting practices, has introduced legislation designed to expand the famous Voting Rights Act of 1965, due to expire this August, to include Texas, New Mexico, Arizona, and parts of Colorado and California. Meanwhile a bill making it legal for children aged five (5!) to twelve to do field harvest work was recently approved by a House migrant labor subcommittee.

Expansion and amendment of the Voting Rights Act to include areas of the southwestern states where Spanish-speaking peoples are numerous will provide Chicanos and others with the opportunity to increase their representation and hopefully their political power in local, state, and national assemblies. Speaking last month to a small group at B.U., the vice-president of the UFW, Dolores Huerta, made mention of the fact that union organizers have been active in the area of voter registration of minority groups, i.e. Chicanos, in the southwest. The union's volunteers have labored incessently over the past decade to encourage minority citizens to excercise their prerogative at the polls. Recent victories for some of the candidates has been helpful, but resistance in the form of discrimination still burdens the poor who attempt to register. Language barriers, racism, and poverty still oppress these "other" Americans, who toil to feed the rest of us.

The ultimately regressive bill approved on April 18 in the House legalizes child labor prohibited by the Fair Labor Standards Act of 1974. Fruit growers from Oregon and Washington have successfully lobbied their congresspeople to push for passage of the measure, by threatening to plow their crops under unless passed. The measure could result in thousands of children working for low, below minimum, wages in agonizing conditions in those states authorized by the secretary of labor. The UFW Union has testified against the bill, but passage may occur unless concerned citizens protest to their congresspeople to protect the nation's children.

Michael Sullivan
Chaplaincy Farm Workers' Project

Booklet: Great idea

To the Editor:

The idea for a course evaluation guide at Wellesley is one of the best ideas I've heard in quite a while. There is certainly a need for a publication with information about various courses, since many are somewhat obscure and the information one can gain about them from friends is at best sketchy. A guide combining specific information about the amount of work required for a course with a composite of responses to the professor's teaching style would benefit not only freshmen, as has been argued, but upperclassmen as well. I have seen booklets of this type work at other colleges and universities where, with the support of the student body, they have become reliable and helpful publications.

by Miriam Alexander '78

Criticism Unfounded

To the Editor:

As the reviewer of the Dance Group performance I am writing concerning the letter addressed to myself which ended with the caution "to be more accurate in your reporting." Even though I had no responsibility in the heading of the article, as that lies with the *News* Arts Editor, I want to voice some of my feelings.

For the most part I was baffled at how an alteration of the title from "+1L%?X*&+" to "-LL%X-x-&++" could be termed a "deliberate error" and result in the assumptions that I as a critic did not understand the title and was even "unaccustomed to modern dance." What seems to be a gripe about inaccuracy seems to point out a super-sensitivity on the part of the choreographers who wrote the letter; a situation that cannot exist between artist and critic in order for both to do their jobs the best they know how.

by Anita Prince '76

National UFW week Spurs support

To the Editor:

Beginning Sunday May 4th, churches and religious groups, labor unions and community organizations, as well as student groups across the country will be taking part in activities to benefit farm workers as National Farm Workers' Week commences. In Massachusetts, Govenor Dukakis has recognized the need to focus attention once again on the plight of the nation's agricultural laborers by proclamation. Here on campus, students and workers have scheduled a series of events, which at the time of this writing include a special film showing during lunchtime on Thursday in the coffee house of "Why We Boycott," tables in the link at Schneider to inform the community on the issues of import concerning the UFW, and on Thursday evening a special WBS "Across the Great Divide" program about the farm workers and the current boycott of Gallo wines, legislative issues, local picketing activities by Harvard, Brandeis, and, yes, Wellesley. During this week many student organizations will be asked to endorse the consumer boycott of Gallo wines and urge their members to actively support the UFW. Other events may be scheduled, so watch the Index!

Linda Coulombe '77

Sign up sheers for sophomore Ask Me's and summer letter writers will be posted in the dorms from Wednesday April 30 through Wednesday, May 7.

Students thank course Guide editors

To the Editor:

We would like to take this opportunity to thank the Editors of the proposed student guide to classes. The excellent questionnaire which combined both humor and wit allowed Wellesley students to express their opinions, whether positive or negative, about their courses and professors. We would also at this time like to encourage the college community to support the Editors in their effort to publish an "underground" guide to classes. This guide will be an invaluable source for making informed choices regarding courses. Professors will also benefit from evaluations consisting of student opinions regarding course material, structure, and teaching methods. For these reasons we strongly support the publication of an urgently needed students' guide to classes.

Sincerely,
Margo McKinney '77
Marcia Lewis '77
Debbie Ewing '77
Ann Vascencelles '75
Jane Schmidt '76

News corrected

To the Editor:

I was sorry to see that my name was misspelled in the April 18 edition of the *News*, especially when my calligraphy course was so briefly mentioned.

Hannah Abott '76

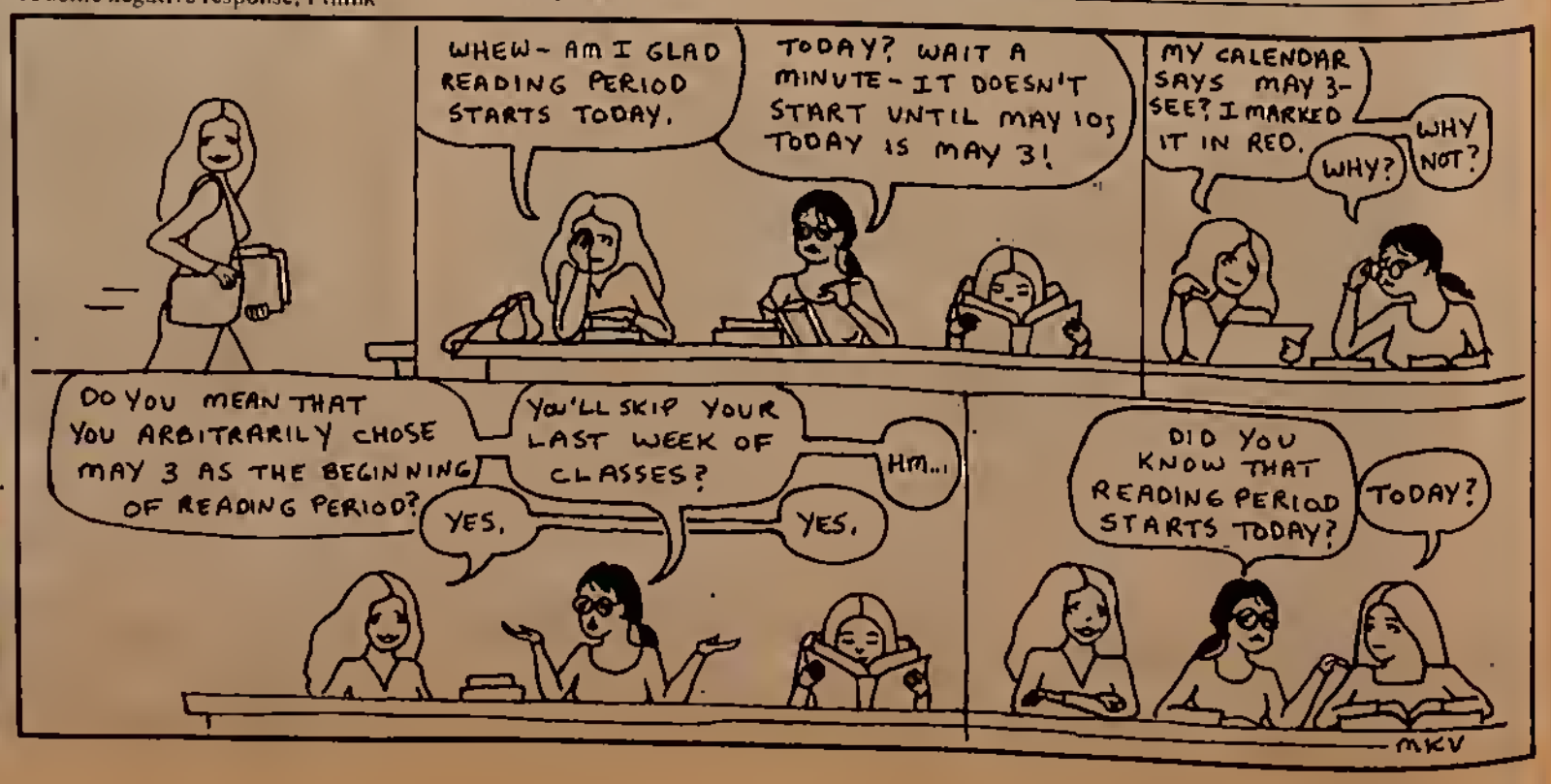
Writers clarify Guide's purpose

To the Editor:

In view of recent criticism of the student's guide to classes, I would like to reiterate the purpose of this endeavor. The guide was conceived and shall be executed as an instrument to help students to get an idea of the nature of the course they are considering taking. It has not been planned as a malicious weapon to be used against individual departments or professors. While there is sure to be some negative response, I think it is preferable that this reaction be manifested as a statistic in the guide rather than as an undocumented rumor. Word of mouth communication about the nature of courses involves a good deal of chance; it is often unreliable and inaccurate. I hope that students will take the time to fill out questionnaires and be able to use the guide as the useful tool which it can be.

Nancy Porter '77

Starvation stalks millions.



Wine and Bread for Ana

Now I think I know why
On a human level
Those first Christians
Began to celebrate
Eucharist
After their Lord's crucifixion,
Instead of wringing their hands morosely
In utter loss
And despair.

Because with each new day
After hearing of Ana's death,
Rather than letting
The first terrible numbness
And silence
And questioning void
Reign,
I've wanted to pour out
A glass of red wine,
Break off a piece of wheat bread and some cheese,
And sit and communicate with friends
Who also knew her.

Together we'd recover experientially
What communion is.
We'd learn to be Eucharistic
And thankful
Even when someone so dearly loved
Is gone.

We'd recall —
Wouldn't we —
The acts, and sayings and life-parables
She left with us?
How she snickered gleefully
With her hand over her mouth
When she knew she had discovered a great idea
Probably:
How she almost annihilated history with her
Amazing zest
For life right now,
Yet immersed herself in the intricate richness
Of medieval times:
How she bought chocolate bunnies for children
On Easter
And regularly left little surprises in the rooms
Of friends:
How she summarized beautiful and joyous things
With her body,
Her mind
And her moral and religious passion.

Viscerally,
Not just cognatively or wistfully,
We will celebrate life together
Even as she shared it
With us,
Unembarrasingly.
We will let go
And do churchy and sweet
And really meaningful things
In her name.
We will drink red wine
And eat wheat bread
Together
For Ana.

——— *by Harold Y. Vanderpool*

Ana Marszervski '74 was killed March 30th in an auto accident. This poem was written in her memory.

"In the last analysis, liberal education is free education — not free of cost, not free of discipline, but free of ulterior motive." — Victor Baras. photo by Sasha Norkin '75

The uneasy case for liberal education

by Victor Baras
Assistant Professor of Political Science

"The Categorical Imperative and Six Ways You Can Make It Work for You"

— course description from the college catalogue of the future; with apologies to Woody Allen

The public defense of the liberal arts has never been easy in the United States, even in the best of times. The country finds itself with less money available for everything, including education. College graduates find themselves competing ever more sharply for desirable jobs. As a result, we are reminded that liberal education is not "cost-effective" in comparison with vocational, technical, or professional education.

The defense of liberal arts education for women is especially problematic. Careerist pressures on women's colleges result not only from social, political, and ideological considerations. That is, unlike men, who have always taken their eventual entry into the labor force for granted, women are trying to find a place in a labor force, hitherto dominated by men.

Only a strong institution with strong students can bear the weight of these pressures. Some institutions succumb. A recent report in *The New York Times* describes a financially troubled women's college which is attempting to "redefine the goals of liberal education in terms of explicit practical skills." The method is known as "competency-based-learning," or CBL to insiders.

"American liberal arts colleges are the factories where the American upper middle class is manufactured, the class of 'managers' or 'decision makers.'"

Students at the unfortunate institution described by the *Times* are not required to earn academic credit. Instead they must accumulate "competency level units" (CLU's, of course) in such "skills" as "social interaction." The skills are geared to the needs of the individual student.

"For example," the *Times* reports, "a future school teacher might specialize in competences one and five, communication and social interaction." (Apparently America has long since rejected the possibility that a future school teacher might specialize in reading, writing, and arithmetic.)

Now, there is nothing intrinsically wrong with this sort of education. It has always existed, from the Sophists of ancient Athens to Dale Carnegie's "How to win friends and influence people." But this is not *liberal* education. The *Times* report is worrisome primarily because it reminds us how ill prepared we are to explain what liberal education is.

If anyone doubts that liberal education is on the defensive, he need only observe that many graduates of liberal arts colleges feel no special attachment to this sort of education. Among those who do feel attached to it — professional educators at liberal arts colleges, for example — distressingly few are able to describe or defend it (except on grounds of "tradition," which, we are taught, is no defense at all). While training in practical skills may be described as "useful," "important," or even "good," courses in the liberal arts frequently earn only such tepid adjectives as "valid."

Most recent attempts to defend the liberal arts have taken one of two forms. First there was the attempt, now largely discredited, to describe liberal education as an education about nothing in particular, that is, about everything in general. Such an education had only two, purely formal, components: diversity and freedom of choice. It was argued that a liberal arts college should provide the greatest possible variety of courses and that students should exercise unrestrained choice in designing their own curricula.

The foolishness of this approach hardly needs to be elaborated upon. The identification of liberal education with diversity failed even to achieve the goal of diversity, let alone of liberal education. For while diversity may have existed between the covers of the college catalogue, it did not exist in the program of any one student. If in the course of four years a student happened to get a diverse education or a liberal education, that was as much an accident as if she happened to get an education in anything or any education at all.

The second attempt to defend the liberal arts, and one which is unfortunately still with us, is the description of liberal arts education as training in undifferentiated, generalized "problem-solving" or "decision-making." This description is especially seductive for good American liberal arts colleges, because these colleges are, among other things, the factories where the American upper middle class is manufactured, the class of "managers" or "decision-makers."

This is the rationale behind such experiments as "competency-based learning." The president of the college described above explains, "We just took the catalogue rhetoric very seriously." The school's old catalogue is full of soaring prose about giving students the capacity to "make mature decisions" and derive "creative solutions" to complex problems for a "crucial tomorrow."

The problem, of course, is that this rhetoric, at once pallid and wildly ambitious, may be found in the catalogue of almost every liberal arts college. (It may also be found in the handbook of most executive training programs.)

CBL follows logically from the "problem-solving" description of liberal education. If many educators refuse to admit the consequences of their own overblown rhetoric, it is only because their intuitions and their traditions overwhelm the powerful arguments which they themselves have put into the mouths of their enemies.

It may be true, indeed it is probably true, that a liberal arts education is good training in problem-solving and many other useful things. I suppose that a student who has studied Rembrandt is better prepared to be an interior decorator than one who has not, and a veteran of intercollegiate crew is better prepared to be a stevedore. But I wouldn't want to defend crew or Rembrandt or liberal arts education on those grounds.

Liberal education need not, and probably can not, be defended on grounds of its practical utility — not because liberal education is useless but because the common standards of utility are so impoverished. The practical benefits of liberal education, however substantial and important, are incidental. In the last analysis, *liberal* education is *free* education — not free of cost, not free of discipline, but free of ulterior motive.

Bond cont'd.

(Continued from page 1)

be given a homeland, and Jerusalem be made an international city."

Asked what he felt his chances were of obtaining the democratic presidential nominntion, Bond said it was still early to speculate. "I haven't found any traces of other candidates. Many of the places I go others don't; I go among the people."

Bell cont'd.

(Continued from page 1)

advisors for the Public Interest Center and the Advisory Board to the Women's Policy Center.

In the academic year 1975-76 Professor Bell will be a visiting scholar at the University Center in Virginia.

Agins' Territory

End of senior saga

by Terl Agins '75

As senior year draws near the end, '75 members are preparing to enter the so-called real world. And contrary to popular belief, this last stretch hasn't been so smooth. For most seniors, only the academic pressures have eased. A few gems to share:

The classic question to senior egg-heads refers to the progress of her honors thesis. One senior just happened to mention that her project would fall in the neighborhood of 250 pages.

"How will you ever staple it?" a curious junior inquired.

Imagine discovering during the middle of spring semester that you fall short of two gym credits. Presently, you're enrolled in five courses and you've already taken figure control four times.

Everybody at home has been raving about you for the past four years. You certainly must be bright to graduate from Wellesley. They have no idea that you've been rejected from graduate school at your home state university.

Wellesley seniors dote on the advantage of attending a women's college. "I've developed totally independent of men," they grandstand.

And that's why only a few seniors are en route to the altar. One remembers the junior show theme: "You don't have to be a man to get tough."

But we all know that you gotta be tough to get a man.

Was your mother the one who ordered four yearbooks and later discovered that your photo was lost by the (expletive deleted) photography company?

The career services job interviews. You're late. The interviewer checks your credentials: the typical "B" average, no hobbies, two unimportant college activities, no marriage plans, summer jobs as typist or salesclerk.

"What did you do over the last four years?" he persists.

Yes, the last months at Wellesley have definitely been real.

English Awards Announced

Every year the English department at Wellesley College has the honor of administering the award of an *Academy of American Poets Prize* for undergraduate verse. This year's winner is Susan Yarde, Continuing Education, for a group of poems; honorable mentions to Betsy Barr, '75, for a group of poems, and to Margaret McMahon, '76, for "Metaphors."

THE FLORENCE ANNETTE WING MEMORIAL PRIZE for LYRIC POETRY - Jessica Levine, '77, for "Over the Charles by Suhway," and Valerie Doran, '77, for "Mammon's Mantra."

THE JACQUELINE AWARD - Sherry Kramer, '75, for "More Than."

THE AGNES F. PERKINS PRIZE - First prize - Beth Ruby, '76, for "A Critical Introduction to the Works of W.S. Merwin"; second prize - Margaret Ezell, '77, for "Sonnet to a City."

United States Army Officer "A Challenging Career"

The United States Army offers a young officer a number of interesting and exciting career choices. Officer specialities include:

Operations Research/Systems Analysis
Atomic Energy
Foreign Area Officer
Engineering
Communications/Electronics
and many others

The program offers a stipend of $1000.00 per year and upon successful completion, a commission in the U.S. Army or the Army Reserve.

90 day, two-year, and four-year duty options.

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An interview with: Gaydell Young

by Lila Locksley '78

Gaydell Young incredulously asked, "You want to interview me — Why?!"

Why?—because as she says, "I am an enigma. I don't mind being considered different." Unlike many competitive students, Gay thinks that "whether you are number one or number five hundred you should still have a sense of worth as a person."

While many other seniors were celebrating the morning's hoop-rolling race, Gay matter-of-factly said that such traditions hold no interest for her.

Looking me straight in the eye, she stated, "... I have very mixed feelings about Wellesley. It's pretty here, but after awhile you get bored with squirrels and trees. It is isolated and removed from events in the real world.

"I have gotten to know some good people here; but academically, I think I could have received the same education elsewhere ... In fact, if I had to do it over again, I don't know if I would choose Wellesley."

Gay feels that Wellesley should not put so much emphasis on educating "Women Leaders," because not everyone wants to be one. "I am not a joiner and I have no particular desire to lead. I hate the attitude that if you are not part of the solution, you are part of the problem — I don't think I fit either group." She explained that "people like me are often accused of doing nothing because they can't, but I don't think that applies to me. I'm confident of my abilities even though I haven't tried to test them — I feel very good about myself. I feel I've accomplished something just by graduating."

To her one of the most negative aspects of Wellesley is the tendency to categorize people. "For example, by being asked to do this interview I feel like the stereotyped "apathetic" person because I am not involved in activities of social prestige and recognition. Many people don't participate because they find other ways of meeting people and doing things."

She found being a tutor a way of "doing something important without publicity." During the second semester of her junior year and first semester of her senior year she tutored English. One of her students was a freshman from Southeast Asia. "It was interesting to watch someone that shy blossom — seeing her realize her ability was for me very fulfilling."

Gaydell Young '75 describes herself as "neither a joiner or a leader — I find it hard to relate to 1700 people."

photo by Sasha Norkin '75

A political science-African history major, her thesis is entitled, "The Role of Intermediary Groups in Algeria and Senegal Between 1850 and 1920." The intermediary groups are the elites in the two countries. She is trying to analyze the contrasting relationships the groups had between the French and the masses — why one country had a revolution and the other didn't. Colonialism, a major theme of her thesis, "is one of the most influential forces in history." She is interested in not only the obvious economic manifestation of colonialism, but the psychological and social process.

She plans to go to law school at New York University next year — her experience as a Washington Intern convinced her of its value. As an intern she worked on the National Law Committee for Civil Rights. She helped to investigate the federal application of certain laws which applied to disadvantaged schools receiving funds and she also helped investigate the federal application of the United States corporate involvement in Rhodesia. She said that there were certain things that she could have done except that she didn't have the technical knowledge.

While working in the political science department, she has observed the relationships between students and faculty. "I think that students have unrealistic ideas about how students and faculty relate — you shouldn't expect to relate with all the faculty." In her own relationships with professors she says, "some are very good people (not just in the academic sense) — and I have gotten to know a few very well." She notices an intolerant attitude among students — they seem to set faculty on a pedestal and yet criticize them for acting like human beings — "you can't have both things."

She says, "I try to relate to a certain number of people on a one-to-one basis, and relate to them well. I find it hard to relate to 1700." She thinks that a few good relationships are more important than a lot of superficial ones, and it seems fitting that she would "rather have a bottle of Johnny Walker and a big whist game with friends, than be in a meeting or organization that I'm participating in only out of a sense of duty."

Foreign students experience "Culture Shock" at Wellesley

by Patty Van Hecke '78

Out of Wellesley's almost 2,000 students, approximately 100 are from foreign countries. According to Margaret Rose of the Admissions Office, the number of applications from foreign students has not really increased over the last six years, although lately there has been a large influx of inquiries from students in African countries. This increase may be due, she says, to the fact that "women are beginning to reach out for education in their own lives."

The number of applicants from European countries has always been smaller than that of the Eastern countries because "there is a great emphasis on the degree from their own country's University. American Universities don't quite make it in their eyes."

A large number of Wellesley graduates living around the world has also helped to encourage interest in the College.

One reason why Ayesha Jalal '78 from Pakistan decided to come to Wellesley was because "there was a lady in my high school who graduated from Wellesley and she suggested that I come here. There was really no particular reason, I'd heard of it and I wanted to get a good education."

Ayesha went on to say that she has enjoyed her friends but it has been hard getting used to living with Americans. "Living with Americans is entirely different from just meeting them. The values of people are very different here and it's a big adjustment."

"I think we go through a Cultural Shock and it's up to the individual as to how you adjust to it. Americans go through a shock coming to college, but it's nothing like a Cultural Shock." She finds it hard to learn the way of life in America and keep her ties with the way of life in Pakistan.

She said, "Wellesley has provided me with what I came here to get and that is a good education. I'm here to learn, not to assimilate American life. I will go back to Pakistan to put my learning to use at home."

Hanh Dao Doan, '77 from South Vietnam came to Wellesley from the University of Saigon because "things were very depressing for me while I was there. I liked Wellesley by the letters they sent me and was very surprised to get here because I didn't plan it before!"

Hanh Dao feels that a lot of time and energy is spent by foreign students adjusting to things that Americans don't have to. Hanh Dao says her life has changed in many ways: "The women here have a lot more freedom than in Vietnam. At first I was upset by this but now I like it! It has been a good thing for me."

Hanh Dao also mentioned that it was hard to get used to living alone, because in Vietnam, whole families live together, and one rarely has a moment alone.

Hanh Dao would like to go to Business School and perhaps go back to Vietnam, but things are too uncertain to decide now whether or not she will.

Suna Guven is a sophomore from Cyprus majoring in Psychology. The biggest adjustment for her has been "getting used to the different values system of the society. It has been hard to get myself out of the framework of the values of my social system and into the framework of the values of this country. I think the people are a lot more fun-loving here and like finding out about things. They're more self centered in that they spend alot of time thinking about themselves."

Suna came to Wellesley because she wanted to study in a foreign country and the government here offered her a scholarship. When she was applying to schools she remembered a lady she had met from Wellesley who impressed her, so she decided Wellesley was the school she wanted to come to. "It was a challenge to come to the United States because the tradition has been that those in Cyprus go to Universities in Turkey or England."

Suna said, "It's nice to have foreign students here and they have a lot to offer and to learn from the American experience but they also have a lot more problems. I think we need our own counseling programs to give more effective help to the foreign students. Efforts are being made along this line and I hope all know that the programs are needed."

Lai-Chan Tan is a junior majoring in Economics from Malaysia. She came to Wellesley because she preferred a liberal education rather than the specialized one she would receive under the British system. Her biggest adjustment was getting used to American people and the life style.

"The pace of life is much faster here. People don't interact constantly like they do at home." She says she's generally impressed with the "efficieney of Americans and the American system in general.

"After seeing two countries, I am able to have reflections on the style of living, etc., and I appreciate my own family and country more because I can see things in a wider perspective than before. I used to be very narrow minded but now I can't be this way."

Lai-Chan plans to go to graduate school here and then go back to Malaysia to work. She feels that Wellesley is very good in its treatment of foreign students and says it's treatment is better than a lot of other colleges.

A junior from Ethiopia majoring in History and Political Science, Delawit Amelga came to Wellesley not so much because of Wellesley, but because she wanted to come to the United States.

"I wanted a good education, I wanted to leave home and strike out on my own. Actually it could have been any other college who accepted me that I would have gone to!"

The biggest adjustment she has had to accept is "getting used to the fast pace of life and people always running after time." Values and ideas she thought would change, have only been reinforced in her mind. She has learned to appreciate her country more and has naturally become more self suffieient and independent.

"The first day I came to the United States, I was in New York and I was lost and I didn't know a soul. I had to become independent!" Wellesley has been very good to the foreign students in her opinion. "They gave me a host family and everyone has been just wonderful to me."

Tint Tint, '76 from Burma, came to Wellesley because she wanted to go to an American institution. From her high school in South Dakota, she applied to all the Seven Sisters and decided to come to Wellesley.

Tint Tint's major is East Asian Studies and she feels that her biggest adjustment has been the American educational system compared to the British educational system which is what Burma has. "This more individualistic type of society has given me an opportunity to become myself, not what traditional expectations say I should be." Her old values and attitudes have completely disappeared and new ones have come into their place. "I'm much more independent and can now see the world as it really is."

After finishing Wellesley, Tint Tint would like to go to one of the developing countries and work with the people there, she would then like to go to graduate school.

Wellesley has been good to her she says, "and to all the foreign students. We all have problems you must learn who to go to for help and solve them. If you do this, everywhere you go is good."

The smart "Wellesley shopper" buys ...

by Diane Planer '78

It's possible to buy the Galen Stone Tower for $6.00 — as a 500 piece puzzle, that is.

This is just one of many items from the Wellesley world of memorabilia. A wealth of mugs, trays, charms, tiles, and glasses embossed with the college crest is available for all to purchase, whenever those fond memories of Wellesley College sneak up on us.

Particularly Wellesley's alumnae, rather than current undergraduates tend to purchase these items, says Elizabeth Havens, a Wellesley alumni who is responsible for advertising Memorabilia in *Alumnae magazine*. The magazine is sent free to 27,000 alumnae, as well as distributed in the dormitories.

Havens believes that "students aren't interested in its contents."

Once a year in *Alumnae* magazine, the "Wellesley Shopper" features assorted goods that certain Wellesley clubs across the country sell. All profit is channeled to the college's development fund and students' aid program.

These are "ways and means projects" for the clubs, Havens tells.

"The clubs are always in the market for new ideas. They evaluate which are the hot items, and which are the not so hot."

For example, the Northern California Wellesley Club has sold about 246 jigsaw puzzles of Galen Stone Tower. Now the Boston Club is also selling them, to insure that every woman can have a Stone Tower in her home.

Besides the puzzles, more traditional fare such as trays and glasses sell at a steady pace, according to Havens' statistics. The black with crest 12½" x 18" rectangular trays, at $22.50, are billed in *Alumnae* magazine as the "right gift for all occasions and for all ages from teens to the great-grandparents." The glasses, available in both highball and old-fashion size, (with the Wellesley seal) sell for $15.00 per dozen.

Cookbooks by Wellesley graduates are best sellers too, notes Havens. With titles such as *Freeze for Ease*, they're sprinkled with recipes like "Wellesley College Club Chowder." The editors solicit recipes from Wellesley presidents, famous alumnae, and even Wellesley dormitory menus.

Another book published for Wellesley's Centennial, *Wellesley After Images*, continues to draw attention, partially due to publicity in *Good Housekeeping* and *Mademoiselle* about Ali MacGraw McQueen's '60 poem.

But not all Wellesley memorabilia appeals to its graduates.

A copy of the "historic Wellesley poster" (now hanging in the Victoria and Albert Museum in London) is by no means sought after.

Havens bemoans that writing notes on white stationery with designs of Wellesley's "College Hall pillars" or the ever popular "Galen Stone Tower," interests few people.

Also, a needlepoint Wellesley seal has not sent women scrambling to do petit point for pillow covers or wall hangings. Havens reports the Blue Ridge Wellesley Club plans to lower the $22.95 price tag.

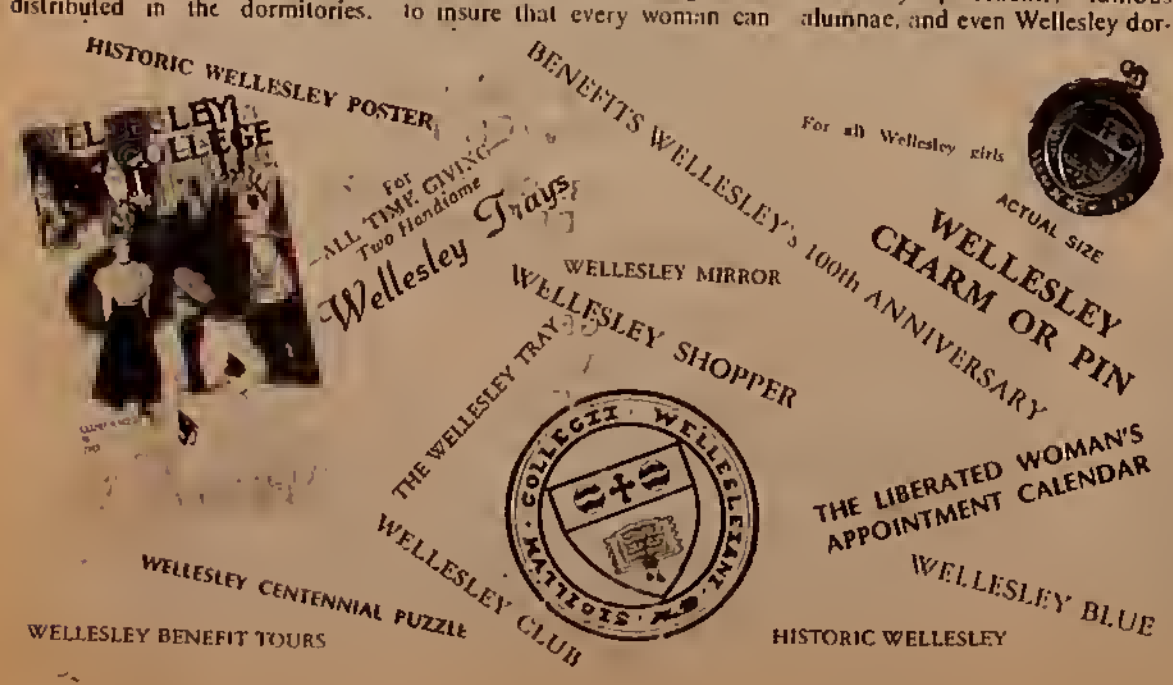
And, Havens concedes that Wellesley charms and pins attract mainly the older alumnae. A 10k gold charm costs $39.95 and a 14k gold pin sells for $30.50.

What's to become of these unpopular Wellesley mementoes?

"I'm sure the clubs will handpick more desirable items before next year," states Havens.

"In the meantime, we would really like to get the girls here interested, too," she adds.

So for Wellesley's sake, why not primp in a $50.00 mirror with a scene of Founders hand painted on the reverse side?



CORRECTION

An article on the infirmary in the April 25 issue of *News* incorrectly stated that room cost to the student is $10.00 each day after the first day. The cost is $60.00 each day. Also, Leonard Morse Hospital in Natick and Newton-Wellesley Hospital handle overflow lab work.

CHAPEL
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A scene from "Arms and the Man," the Sophomore Parent's Weekend theatre presentation.
photo by Sasha Norkin '75

"Arms," Lesson or Farce?

by Dawn Boyer '78

Life is a complicated game of interwoven fact and fantasy. Sometimes we get so involved in playing our parts that we can no longer separate the fact from the fiction. Many of us will go through our entire lives fooling everyone around us, including ourselves. But some of us are lucky enough to be brought up short, questioned, and disbelieved. We find that we are not really what we thought we were. The thrust of George Bernard Shaw's *Arms and the Man* is the realization of our lives as a sensible business, and not as a playful farce.

The characters in *Arms and the Man* were presented in a number of scenes which showed the uselessness of living life as a farce. Raina (Mary Pierson '77) and Sergius (Donald James Campbell, Jr.) were a young betrothed couple who had found "higher love." But behind her back, Sergius found this love to be a tiring business, and turned for fun to the maid, Louka (Joan Friedman '75). Meanwhile, Raina fell secretly in love with a young officer (Mark Maher Stewart) who took refuge in her room. This love was such a secret that she would not admit it even to herself. However, Louka saw right through her and made sure to use this knowledge to her advantage, winning Sergius for her own. In the end, Raina ended up betrothed to her secret love, Bluntschli.

The play was good, but it could have been much better. The only word to describe Mary Pierson's performance was melodramatic. In comparison, the rest of the actors looked shoddy and plain. Raina's parents, Major and Catherine Petkoff (Rick Wilson and Netta Lynn Davis, '77) both carried off their parts with humour and grace. Bluntschli was not quite polished enough. Sergius and Louka were both admirable, but could have used a little more work. Unfortunately, as a whole the play appeared extremely disjointed because of the great difference between Raina's overdone style and the more subdued performances of the others.

Shaw points out in his introduction to the play the stupidity of founding a life upon fantasy. We are convinced that we should not face life as Raina and Sergius do, lying to themselves and each other. Rather, we should see life as it really is, and act accordingly. Louka and Bluntschli are capable of doing this. Bluntschli is right when he says that young soldiers are idealistic fools, racing ahead of the cavalry when all they will meet is death.

But in the end, Bluntschli, our matter-of-fact hero, admits to being a hopeless romantic. So we are shocked into realizing the trap that Shaw has set for us. We have fallen for Bluntschli and perhaps identified ourselves with him. Then we are told that he, too, is a bit of a fool. And so we see ourselves.

Suzi Q: No More Mr. Nice Guy

by Emily Yoffe '77

"This hotel — I've had it with this hotel ... You mind if I change my shirt? ... I've been expecting a lot of important phone calls and I haven't gotten any. So I called the desk and asked for Toby Mamis. The guy said we have no Toby Mamis. Then I said I'M Toby Mamis and you better get me my messages!"

Toby Mamis runs Famous Toby Mamis. Famous Toby Mamis manages Suzi Quatro. Suzi Quatro is a twenty four year old, 5 foot tall bass player from Detroit who according to Toby is "poised on the brink of superstardom."

Toby, and Suzi were in Boston for the first quarter of a four month 60 city tour with the Alice Cooper Band.

Suzi was unable to talk to the press because she lost her voice in Syracuse. So Toby did her interview, which he claimed he does better than Suzi anyway.

Suzi, he explained is a bigger star in Europe than the U.S. which is part of the reason for the tour. "Alice (Cooper) says you're not a superstar till you've been a question on a quiz show. Suzi has been a question in England."

Because Suzi resembles David Cassidy in black leather, her image is somehwat androgynous. "She doesn't care if the audience doesn't know if she's a girl or guy," asserted Toby, "as long as they're on their feet screaming by the end."

When it came for the group to leave the plush incompetence of the Sheraton Boston, Toby, Suzi, and her band met at the elevator. A middle aged couple from Maine tentatively eyed the skinny, shaggy group. Finally the husband approached Suzi's drummer and said, "Are you folks with the performers." The drummer looked him slowly up and down and responded cooly, "We ARE the performers."

At the Boston Garden Suzi had recovered her voice sufficiently to hound on stage with a rendition of the old Elvis tune, "All Shook Up" after she was introduced with a screamed "the bitch is back!"

Despite five inch platforms, Suzi looks tiny, or maybe the effect is due to the fact that she doesn't seem to have more than a couple of inches on her bass.

She told the audience to "get close to someone you like while she did a well done "You Can't Make Me Want You." The full impact of this song was lost to me however, as I had just missed decapitation by an unattached beer bottle a few moments before.

After that number Suzi quit fooling around. "I don't like to sweat by myself," she said, "It's the one thing worse than drinking by myself. In Boston you're supposed to be rowdy. So get up off your goddamn arses and make me feel better."

This brought the Garden's audience, who average age was 16, to its feet, at least momentarily. She then got into several hard rock numbers. Especially effective was "Shake It all Over" in which she had a long provocative bass solo.

Twenty minutes after Suzi exited, a bed whose headboard looked like it has been through a cheese grater rolled onto the stage. The Garden exploded. Alice had arrived.

He opened the show with "Welcome to My Nightmare" which was also the theme of his performance. He was soon joined by what looked like four escapees from the June Taylor Dancers in bat and frog suits.

After this he pranced around stage in his orange leotard rubbing his hand between his legs in a good imitation of jock itch.

With each song, i.e., "No More Mr. Nice Guy," "Billion Dollar Baby," and "18" (for which he wore a football sweater with the letter 18 on it) the crowd grew more hysterical in recognition.

Then came a production number in which Alice donned white tie and tails and his dancers wore skeleton suits, after which Alice threw around a life size doll-woman, who, after a blackout, metamorphasized into the real thing.

Alice's appeal lies greatly in his supposed "sickness," "vulgarity" and "obscenity." Yet all of that is so slick and well produced that his teenage fans can get off on it without being really threatened.

But Alice, who has been a question on a quiz show, really has made his presence known to more than rock audiences. After Famous Toby Mamis, and before the concert I went to my grandmother's for a free meal. When I told one of her friends that I was going to an Alice Cooper concert she smiled and said, "How lovely dear, Alice Cooper, yes, I've heard of her."

ARTS

In Vogue: Irving Penn

by Ann Hedreen '78

With his distinguished appearance, low voice, and subtle yet assertive remarks, Irving Penn looked and seemed what one would imagine an accomplished photographer to be.

Born in 1917, Penn was an artist and painter until 1944, when he turned to photography. The three major emphases of his career as a photographer have been fashion photography, portraiture, and photography of foreign people. His presentation for the Photograph in the Humanities series, was divided accordingly into three sections, each consisting of a discussion and slide show of selected photographs.

Most of Penn's fashion photography was done for *Vogue* magazine, and his photographs reflect *Vogue's* sleek, haute couture style. When asked what quality was most essential in a model, Penn responded that "a fashion model must be desirable." Penn has never photographed men's fashions; in response to an audience question, he said, "I find men who pose in clothes distasteful." When asked why models are always so painfully thin, he answered that slim women photograph better, and that slimness in fashion photography is an international standard of style "tampered with by photographers at their own risk."

On portraiture, Penn remarked that the personality of the photographer is often as important as that of the subject, and that "a certain degree of collaboration on the part of the subject" is essential to a good photograph. Penn also stated that, because the "photographic process is basically kind of cold," "the hardest thing in the world for me is to photograph someone I care about." He added, "portrait photography can be cruel, in that it penetrates peoples' outer skin, their facade," His striking portraits, indeed, seem to reveal much more than just the "outer skin" of their subjects.

The third series of photographs was the most fascinating; the pictures Penn has taken in his extensive world travels, ranging from veiled Arab women to South Sea natives. He called this photography the "logical and physical opposite of studio work in New York." Because of the language barrier, Penn was dependent on physical touch and the tone of his voice in communicating with his subjects. He found that often he could establish a rapport with his subjects impossible in the studio, and that he felt a "mutual understanding and human closeness" with most of the foreign tribes he encountered. The entire foreign series was photographed in natural daylight, which according to Penn is the "most delicious of the several kinds of light available to the photographer."

A few of the more general comments Penn made, indicative of his self-confident, yet very professional attitude:

"As professionals, we work within given limitations ... many things are decided for you."

"I do not apologize for my taste, which sometimes leans towards the frivolous and superficial."

And, finally:

"I have always stood in awe of the camera."

Cannibalism through photos

by Mary Slabey '78

Robert Coles, a psychiatrist and professor at Harvard, was last in the series of ten lectures on "Photography Within the Humanities." He has written several books containing photography as well as text, including "Still Hungry in America," "The Middle Americans," and "The Old Ones in New Mexico."

Repeating that "this has nothing to do with photography ... I don't know why I'm here," Coles spoke mostly about words. He called the word a "source of power and orthodoxy and ultimately persecution."

As a psychiatrist, Coles hears people translate their dreams into words, which are written down by him and then rewritten in summaries to others. "Dreams are pictures," he said, "which have been taken over by wordy people."

Coles talked about the way some writers view photography — "A picture cannot do justice to what has happened to this mind that connects with the typewriter" — and then replied to that view by focusing on writers themselves. "Writers never compromise truth ... writers are never self-serving," he exclaimed, to emphasize his belief that the opposite is true. He then asked, "How about an analysis of the way photography is dealt with by the wordy ones who run the New York Times, magazines, and newspapers?"

His general feeling was that writing is cannibalistic and fratricidal. "One writes, writes up, reports, to his profession or the media ... Anything that will get one away from the malignant wordiness of science is avoided." In his profession, he is "doubly tied to language — If they talk long enough, I will make something of what they say," he remarked.

Coles lamented, "Why is it that so many photographers have to get involved with these people who are writers?" He then concluded that "if a man takes pictures it is apparently not enough ... we need words, texts, introductions."

Asked if photography itself was cannibalistic, Coles replied: "If photography is cannibalistic then let's not get into psychiatry."

May 6 & 7 Lunchtime Theatre will present *Return Journey* by Dylan Thomas. And, *But What Have You Done For Me Lately?* By Myrna Lamb. Both from 12:40 to 1:20 in the Schneider coffeehouse.

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GOVERNMENT

Reserve Room Opinion Poll Results

Ballots — 294
Preferences:
Regular loan period
Present system of 3-hour loans — 271
Previous system — 23
Saturday overnight loans
Saturday 4 p.m. to Sunday 2:30 p.m. — 200
Saturday 5 p.m. to Sunday 2:30 p.m. — 50
Saturday 11:15 a.m. to Sunday 2:30 p.m. (previous system) — 44
Implementation: The preferred system of 3-hour regular loans and week-end overnight loans from 4 p.m. Saturday to 2:30 p.m. Sunday is now in operation.

Proposed committee To better relations

by Elene Loria '77

On Thursday, April 24 President Barbara Newell opened the Academic Council meeting with several major announcements.

Newell stated that it is hoped that salary letters, in accord with the 1975-76 9% increase to the salary pool passed by the Board of Trustees, will be mailed as near to May 1 as possible. An Ad Hoc Budget Committee meeting was scheduled on April 28 for final review.

It was also announced that The William R. Kenan, Jr. Charitable Trust has made a $750,000 grant to the College for the establishment of a chair. This position will go to a first level full professor on a two year rotating basis.

Council passed a motion that the first semester exam procedures be maintained for the Spring exam period.

Lil Hair, Chief Justice spoke on behalf of the matter of self-scheduled exams. She asked for the consideration to maintain for this upcoming semester's exam period the same schedule used for the first semester. Hair said that the consideration of legislation to replace exam procedures outlined in Academic legislation is still pending. However, the Honor Code Committee's work in correspondence with Academic Review Board recommendations, will result in proposals to be brought up in the fall.

The final portion of the meeting was concerned with the proposed Committee on Budgetary Affairs. Mr. Edward Stettner, presented a redraft of the Ad Hoc Faculty Committee to amend the *Articles of Government* by adding the proposed committee. The redraft was accepted as a substitute for the original motion.

The proposed committee will be composed of members of the Administration, Faculty and Student Body. It's function will be strictly advisory in nature. It is hoped also that the committee will serve to promote openness between the Administration and the College community on budgetary matters.

During the Council meeting it was suggested that the committee be set up on a temporary basis and allowed to function for at least one year before amending the *Articles of Government*.

Senate votes On budgets

The Budget was again the major issue at Senate on April 28. SOFC's concern over Senate's decision to reallocate $109 within the Sports Association Budget (for food allowances) was brought up by Ruthanne Madway. Madway gave a short speech stating that last week's reallocation was "a direct violation of the Budget."

It was apparent that the members of SOFC did not feel that the Sports Association request should have been considered as a special case by Senate. Madway also added, "SOFC does not understand Senate's rationale," but as last week's motion to rescind the food allocation failed, Sports Association will receive the $109 in question.

In the discussion of the "Wellesley News" budget, representatives of the paper presented a budget breakdown showing that if the sum recommended by SOFC was allocated, the newspaper would have to be cut down to six pages, instead of eight.

The question is now whether to reconsider sums of money already allocated to other organizations, or to continue cutting Budget requests.

The good, the bad and the ugly? ... Flo Davis (center) crowns the King and Queen of the Centennial Carnival, Susan Pignotti and Victor Baras. photo by Sasha Norkin '78

Wellesley freshmen views vs. Male & female national norms

by Vicky Alin '77

For the seventh year, Wellesley has participated in the American Council on Education/UCLA Cooperative Institutional Research Program, a nationwide survey of entering students completed during the opening days of college.

The program consists of a 4-page questionnaire which covers the academic background, aspirations, values, career plans, political views, and financial arrangements of each freshman.

A summary analysis of the Wellesley print-out has now been completed. The results compare Wellesley students' responses to those of 4-year college national norms, both male and female.

Reasons Influencing Decision To Attend This College

91.1% chose the response "the college has a very good academic reputation," compared with 59.2% in the total national norms. No one (0.0%) indicated "low tuition" as a strong point.

Preferred Residence

84.% noted that they would prefer living in a college dorm, considerably higher than national norms of 45.5% male and 59.1% female.

Highest Degree Planned

89.2% of Wellesley freshmen stated that they intend to pursue graduate degrees, most often a Master's (33.0%) or a Ph.D. (22.0%), 18.8% seek an M.D. and 15.4% a degree in law. 8.7% plan to remain with a B.A. The national norms are 33.5% male, 40.2 female.

Parent's Educational Level

19.3% of Wellesley freshmen indicated that a college degree was the highest level of education completed by their fathers (national norms 18.7% total). Over half the fathers obtained a graduate degree (nationally 5.0%).

Political Orientation

46.7% of Wellesley freshmen consider their political views "liberal" (29.2% total national norms), and 32.2% "middle-of-the-road" (53.2% total national norms.) The "far left" has 2% higher representation at Wellesley than nationally. (4.7% at Wellesley, 2.6% male, 1.7% female national norms.) Those locating themselves at the "far right" (0.8%) are on par with the national norms.

Careers

A quarter of Wellesley freshmen were undecided about probable careers (13.4% total national norms.) 11.8% are considering a career as an artist (4.9% male, 8.4% female national norms), 15% are considering a career as a doctor (7.4% male, 3.6% female national norms,) and 13.4% as a lawyer (6.3% male, 2.8% female national norms.) 6.4% are considering careers as health professionals (non M.D.) (4.7% male, 11.9% female national norms.)

(Continued on page 7)

Chavez accepts gift From student Senate

by Michael Sullivan

Cesar Chavez, known by some as the "apostle of non-violence" and president of the United Farm Workers' Union of America, accepted a grant of $650 which had been voted by Senate by request of the Hunger Action Committee to help relieve hunger in the United States. Chavez accepted the contribution from representatives of the Chaplaincy Farm Workers' Project and Mezcla in Cambridge last week while attending a reception which followed the New England premier of the film "Fighting For Our Lives." The newly released documentary depicts the struggles of farm workers for justice, with an emphasis on the strike of 1973 in California grape fields. The film showing was part of a nationwide fund raising effort by the UFW, which will take Mr. Chavez through 40 cities. The Harvard showing is said to have raised about $15,000.

Mr. Chavez, whose union operates numerous civic and health clinics for underprivileged workers and their children, assured Ms. Bertie Rodriquez of Mezcla, who presented the check, that the funds from Wellesley would be dispersed to needy farmworker families for food.

Ah ... Spring Weekend Is Here!! May 2 to May 4

FRIDAY, MAY 2
T.S.I.F. a happy hour for the college community and their guests 4:30-6:30, Schneider.
COFFEE HOUSE Appalachian Music with Rick and Lorraine Lee and Bill Burke. 9:30. Schneider.
CABARET, theatrical production, in Jewell at 8:00.
MIXER in Tower Court at 8:30 until 12:30. Sponsored by the Vice-Presidents.
KEVIN EVANS, music, to be held in the New Dorms at 8:30.
SATURDAY, MAY 3
LISTEN FOR THE STREET SINGERS, THEY WILL BE WANDERING AROUND THE CAMPUS ALL DAY!!!
OPEN BOATING, 10:00-12:00
VOLLEYBALL, Anyone? 11:00 at the rec. building volleyball courts.
PETER AND THE WOLF, A MUSICAL TALE FOR CHILDREN, by Prokofiev. 3:00, at the Outdoor Theatre. All welcome!
SQUARE DANCE in Alumnae Hall. Sponsored by The Wellesley Christian Fellowship. 8:00.
CABARET, a theatrical production, in Jewell, at 8:00.
PHOUSETTE DART STRING BAND is playing on the Schneider Main Stage at 9:00.
ALL NIGHT MOVIES, including BUTCH CASSIDY AND THE SUNDANCE KID. Movies begin at 11:00 at 112 Pendleton.
FASHION SHOW, the latest and the greatest. 10:00. New Dorms.
SUNDAY, MAY 4
OUTDOOR CONCERT, by the Schneider Tennis Courts. 2:30, rain or shine.
OPEN BOATING, 1:00-5:00.
BUTCH CASSIDY AND THE SUNDANCE KID, 8:00, 112 Pendleton.
CASINO!! Come Black Tie, if you like. Schneider. 9:00.
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Wellesley Freshmen poll, cont'd. . .

(Continued from page 6)

On the question regarding important values in long-term choice of career occupation, 87.8% of the Wellesley freshmen indicated that an "intrinsic interest in the field" was very important, (69.0% national total norms.) Other significant values were "working with ideas," (64.0% Wellesley, 45.9% national norms, "contribution to society" (45.4% male, 59.0% female national norms,) "be helpful to others" (63.1% Wellesley, 54% male, 76.1% female national norms) 12% find it important to "avoid pressure" (15.9% national norms," and 23% seek "high anticipated earnings" (36.4% male, 31% female national norms.)

Traits

The following is a list of character traits which a significant number of Wellesley freshmen rated themselves as above average, compared with students of their own age:

	Wellesley Male	Wellesley Female	National
Academic ability	60.0%	59.5%	34.6%
Drive to achieve	63.9%	64.1%	60.7%
Understanding of others	64.3%	73.4%	65.8%
Intellectual self-confidence	51.3%	38.5%	64.2%
Social self-confidence	40.7%	32.%	41.5%
Writing ability	32.6%	36.0%	64.0%
Mathematical ability	43.7%	28.4%	60.5%
Leadership ability	50.9%	39.9%	60.4%
Originality	40.8%	39.3%	60.3%

Wellesley students rated themselves particularly low in mechanical ability (17.8% considered themselves above average, compared with the national norm of 34.2% male, and 10.2% female.)

Values of Personal Importance

Among objectives considered essential or very important were "developing a meaningful philosophy of life" (79.4% at Wellesley), "being an authority in my field" (69.7%) and "helping others in difficulty" (64.1%). Low scores at Wellesley were "having administrative responsibility for the work of others" (15.1%) and "making a theoritical contribution to science" (16.6%). A third seek financial well-being, a fifth to influence political structure. These goals roughly approximate the national norms.

Political and Social Concerns

96.9% of Wellesley freshmen feel that women should receive the same salary and opportunities for advancement as men in comparable positions. (80.0% male, 95.6% female national norms,) 9.4% at Wellesley feel the activities of married women are best confined to the home and family (38.7% male, 19.0% female national norms.)

Most Wellesley freshmen feel that the Federal Government is not doing enough to control environmental pollution (89.8%), or to protect the consumer from faulty goods and services (84.7%). These figures are again roughly equivalent to the national norms, as is the 39% who feel that realistically, an individual can do little to bring about changes in society."

Financial

30.7% of Wellesley freshmen estimated their parental income to be less than $20,000 yearly, compared with 67% total national norms. 59.6% of the Wellesley freshmen expect most of their financial support (over ~$4,000) from parents and family for the academic year (7.9% male, 11.1% female national norms.)

Appended to the ACE questionnaire were ten questions written only for Wellesley students.

Why choose Wellesley?

46.6% chose Wellesley because of the curriculum, 31.1% because of the location, 15.5% because of the campus visit, 4.9% because it is a woman's college, and 1.9% because of cross-registration with MIT.

Appended to the ACE questionnaire were ten questions written only for Wellesley students. These cover various issues especially pertinent to the College.

What influenced this decision?

The decision to apply was made by 41.3% of Wellesley students because of the catalogue and brochures, by 23.9% because of the interview, 15.5% because of alumnae, 13.5% because of current Wellesley students, and 5.8% because of her guidance counselor.

The language requirement

70.1% said they would "probably continue learning a language even if not required to." 18.4% "might not voluntarily study a language, but don't mind the requirement," and 11.2% "would prefer not to be required to know how to speak or read a foreign language before graduation."

The Math & Science Requirement

On the mathematics requirement, the percentage of students favoring it was less than the language requirement (50.0%), 35.6% don't mind the idea, and 13.5% would prefer to not have the requirement.

Writing

56.3% like to write, 39.8% don't particularly, but "hope to improve at Wellesley," and 3.9% "will probably try to do as little writing as possible while at Wellesley."

Speaking in public

When asked about speaking in public, over half responded. "I'm a little shy when it comes to defending my opinions in public, but I am looking forward to the opportunity to become more confident of myself in debate and discussion." 29.6% enjoy speaking, "even if others disagree," 10.4% will probably avoid such situations.

Tutorials

Wellesley sponsors tutorials for those in difficulty. When asked how the idea of seeking assistance strikes one, 67.6% responded positively, "that it is a useful service which I may need," 21.7% feel that it is a useful service, but don't think they will need it. 5.8% have "no idea," and 4.9% are certain they will need a tutorial in at least one of their subjects.

A woman's College

"How do you feel about coming to a woman's college," was one question. 42.5% answered that "this is not one of Wellesley's strong points. Other factors were far more important in the decision to come to Wellesley." 23.5% feel that "Wellesley, as a women's institution, is the best place to pursue their interest in the political and social position of women." 17.6% "don't really know yet." 8.1% felt that a co-educational college would mitigate friendships with other women, and 8.1% feel less self-conscious among women, in class and in campus activities, and "want this time to develop more confidence."

Faculty-Student Communication

73.2% of Wellesley freshmen expect to pursue faculty-student communication. "The low faculty-student ratio is one of the reasons for being here;" 14.9% haven't thought about it much, 10.1' would "ideally to know some professors well, but expect the College to be rather impersonal," 1.2% don't "usually spend much time getting to know their teachers outside of class."

Computer Multiple-Choice Tests

The last of the ten questions was one asking what the student thought about computer multiple-choice tests such as the one being given. 29.2% think they are potentially quite useful and are interested in the results. 28.0% don't think the tests say anything about the student as an individual. 18.4% think they are useful to the College, but the result are not of personal interest. 16.9% don't care, and 7.5% think the tests are too time-consuming.

For those who are interested, the complete print-out and a copy of the questionnaire are available at the Office of Educational Research, in Green Hall.

AIAW, continued from page 8

national championships for women each year until approximately ten were offered within the next three years. This bombshell caused widespread reaction from both the women and their male counterparts attending the NCAA Assembly that same weekend in Washington, D.C. Violent objections were raised to even the hint of a takeover of women's sports by a men's organization.

The highlight of this encounter was a tense question-answer session with an NCAA representative facing the 500 or so angry women in the audience. When someone from a large metropolitan New York college asked, "What plans does the NCAA have for small women's colleges such as Wellesley," The young man stated that they had none, and made the fatal mistake of asking if Wellesley was a school in this country. His remark was met with loud but polite booing.

The voting representative from Wellesley, (Sue Tendy), felt then that it was worth the $150 membership fee for Wellesley's brief moment of recognition and support, later recounted in a Sports Illustrated story. The NCAA proposal was tabled until further discussion on both sides was possible. A surprise victory for the AIAW.

Now that women's athletics seems to be going down the route the way 'the men do it,' this most recent confrontation with the NCAA has put some women to rethinking as to where we, as women, are going. One AIAW member, among many, is quick to reaffirm that "the focus of intercollegiate athletics on individual participants in their primary roles as college students," for example. A very serious move is underway that could possibly change the whole structure of both women's and men's athletics. An idealistic scheme originally conceived by Ms. Cal Papatasos of Queens College has already been verbalized to voting representatives at the recent Eastern Regional Assembly of the AIAW (EAIAW). Ms. Papatasos sees the possibility of an alternative governing structure for the AIAW which might become a model for other organizations. Such a program could very possibly have no rules other than those set up by the executive officers of each institution. These people, the presidents, trustees, etc. are the ones who she feels are best prepared to determine where their priorities lie, and how much financial backing, if any, will be given to their own institution for athletics. And if a school does not feel their present opponents are playing the game properly, they can decline an invitation to play them in the future. It's that simple. Where's my rule book?

History Department Offers Cash Prizes

The Department of History is offering two cash prizes for essays this year in the amounts of $150. and $100.

The prize monies are available from funds given to the History Department by Margaret Bollard Rogers ('30) in honor of her father, Ralph H. Bollard, and Mrs. John F. Lewis, Jr. ('21), both used to be used to promote at Wellesley College knowledge of and interest in history.

The Bollard Prize of $150. is offered for the best essay in the field of United States history (with preference to constitutional history). All students are eligible.

The Erasmus Prize (given by Mrs. Lewis) of $100. is offered for the best essay on an historical subject, with no restriction as to field, but freshman may not compete, nor may papers offered for another prize be submitted.

In both cases, papers written for Honors or for two terms of 350 are not eligible; but other course or seminar papers may be entered. The prizes are awarded in June. If the winners are seniors, announcement is made at the commencement rehearsal.

Papers should be typed, documented with footnotes and bibliography, and based on primary source material as far as possible.

One copy of the paper submitted should be deposited in the main History Office, Room 120 Founders, no later than May 16 at 4 p.m. It should be identified by a pseudonym, and sealed envelope containing the student's real name should accompany the paper. The department hopes there will be many entries.

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Two finish The Marathon

by Mary Young '76

Two Wellesley women finished the Boston Marathon last Monday, each running 26 miles in less than five hours. Donna MacLaskey '76, a recent running enthusiast, and Irene Monroe '77, a standout sprinter, received wild, cheering support from the Wellesley College community at the halfway mark here and were spurred to finish at the Prudentiol Center 13 miles away.

Ms. Monroe, who has had an impressive career in track competition and who entered to strengthen her weak knee, finished in 4 hours, 15 minutes. She was officially entered in the race having qualified for the race earlier this year by running a 26-mile race in New York in less than 3:30.

"I ran much faster than I expected," said Ms. MacLaskey, who finished in 4:40, unofficially, "I beat a whole bunch of people." She began running distances only 11 months ago, after a stint on the intercollegiate crew team.

Ms. MacLaskey ran the first half of the race at an 8.4 minute-per-mile clip, only to get a stitch in her side which forced her down to a 13-minute pace.

When asked if she would try it again next year, she answered, "I would enjoy watching it for a change!" But then, who would we watch?

Excited parents and friends welcome three sophomore crews back in the boathouse Saturday, including the victorious "Shobeeda" Shafer-Beebe-Davis combine (in foreground), which bested crews from Pomeray and Severance. They must hove liked whot they saw, since four shells of parents and helpful student rowers and coxes invaded the lake afterward.
photo by Sasho Norkin '75

Wellesley heavy, light fours Sweep Radcliffe; coach "ecstatic"

by Mary Yaung '76

Wellesley intercollegiate crew pulled off a glorious sweep of Radcliffe in the lightweight and heavyweight fours Saturday on the Charles, giving them a big psychological boost for the Easterns next weekend.

Rowing into a headwind over 1500 meters, the heavyweights zoomed home in 6:39.0, followed by Wellesley's "novice" boat in an incredible 6:42.9. This second boat nipped Radcliffe's shell by a tenth of a second, a matter of feet. The lightweight four turned in a 6:48.6 to easily best Radcliffe's 6:57.

Coach Mayrene Earle, in her first year, was "ecstatic" about her crews' performances. She received well-deserved compliments from seasoned veterans of crew present concerning the progress Wellesley had made despite its small program.

She had decided minutes earlier to race fours instead of challenging Radcliffe's incredible heavyweight eight (5:08), not to mention B.U. and M.I.T. The strategy worked. The wins boosted everyone's morale and finally got coxswains Patty Glovsky '78 and Mary Stephenson '76 a dunking at the hands of happy rowers.

"We were the best in the water in the fours that day and that's all that counts," said Ms. Earle, "I don't think that eights are that important. It takes more skill to row a four," she added.

Captain Peggy O'Neal was "excited" by the wins, describing Wellesley's initial leads as they passed under the arches bridging the Charles. "Both times when it turned out to be Wellesley everybody was pleased ... surprised!" she added.

Next weekend the super-psyched crew takes off for Middletown, Conn. for the Easterns, hoping to make the finals in the lightweight eights and the heavyweight four, Ms. Earle said. The feat seems more possible after a win over Radcliffe.

It's Shabeeda Vs. '78 and '76

The Shafer-Beebe-Davis crew combine "Shabeedo" raced to a 2:11.6 victory over eights from Pomeroy and Severance in the Sophomore Parents Weekend qualifying heat Saturday. Pomeroy finished in 2:26.9 and Severance turned in a 2:39.0 over the 500 meters, rowing into a headwind. The Class Day race, to include boats from the freshman, sophomore and junior classes, will be held today at 4:15 p.m. at the boathouse. Everyone come and watch!

Sailors battle Shifty wind

by Kim Miskell '77

Last weekend Wellesley sailors finished sixth out of nine schools at the Jerry Reed Trophy Regatta at Yale. The two-day event was an elimination for the nationals which will be held in Chicago in mid-June. Jackson, Yale and Radcliffe qualified and hopefully will be able to attend. Sally Newman '76 and Liz Sanders '77 sailed for Wellesley in the A division, and Kim Miskell '77 and Kathy Ploss '76 with alternate Susan Austrian '78 sailed in the B division.

Strong gusty winds typified both Saturday and Sunday making it difficult for Wellesley to adjust to Yale's 420s. However, they did improve over the weekend and enjoyed being able to race on Long Island Sound. Coach Bonnie Wiencke's sailors are now looking forward to the MIT Team Race this Sunday. Upcoming on-campus sailing events include the Ben Lombard Trophy Regatta, open to all students tomorrow and the Student-Faculty Regatta on Thursday.

The compus-wide Ben Lombard Trophy regatta will be held tomarrow at 1:30 p.m. This series of races is to determine the best sailars on campus, and anyone may enter. Call Bonnie Wiencke at x-422 ar Kim Miskell, Cloflin if yau are interested.

Head of Crew Sue Day '76 pitched in Saturday to see that the sophomore qualifying race far the Class Roce today went off without a hitch. Here she's guiding in the second-place Pomeroy saphamores, while the victorious Shafer-Beebe-Davis "Shabeeda" shell waits far a grand entrance.
photo by Sasha Narkin '75

News tries again: here's AIAW

Editar's Note: *Due to massive composition errors, Sue Tendy's article about AIAW was unintelligible in last week's NEWS. NEWS reprints the story in full below and is sorry for all inconveniences caused by the error.*

by Sue Tendy

Five years have passed since the Association for Intercollegiate Athletics for Women (AIAW) was formed. Enough has happened in those short five years to make a modern day Rip Van Winkle shudder at the changes seen in that organization and in women's athletics in general.

The catalyst for this sudden metamorphosis has been the equalizing Education Amendments Act of 1972. With the growing opportunities for women athletes, the AIAW now has assumed the role of legislator over her member institutions. The sudden increase in finances available directly to women in the form of athletic scholarships and the recruitment of future recipients of these funds is causing some of the old guard executive officers of the AIAW to stand firm over the newer, younger breed of coaches and former athletes who want the most for their long deserved money. But in order to more fully understand the nature of this problem, we need to go back to the original ideas and ideals hoped for by the AIAW.

Long ago, in 1971, the AIAW was formed by a strong group of women physical educators who felt that women's intercollegiate athletics needed an organization to serve its athletes on a national scale. The governing body for men's athletics, the NCAA, was riddled with too many rules, regulations and political and financial hassles to bother with. A women's organization would formulate basic guidelines in order to standardize the base of operations on which each college competed. It was all very simple then: if you were a coach you had a rule book for that sport and you had to be sure that all of your players did indeed attend your school. These women, athletes and coaches alike, were dedicated, talented, sound of mind (though practicing sometimes three to four hours a day raised some doubts) and healthy of body. It was a glorious time in which the true olympic spirit ran free.

About the time those free spirits hit their peak, someone noticed that a section called Title IX of this "Equal Rights Act" of 1972 said that women were entitled to as much as their male counterparts on the playing fields. "That's O.K." said AIAW, "we don't want it, thank you." They were unable to convince a few women tennis players at the University of Miami of this, who won their lawsuit against the AIAW, calling its laws discriminatory.

That's when it all started. Rumors flew and meetings were held, the outcome of which was the lifting of the ban on scholarships for women athletes. Since very few schools were about to give money to women athletes anyway, AIAW's reaction was a little slow. Basic rules were reestablished. The women looked to their athletic directors for guidance. The athletic directors, in most cases men, and very familiar with the NCAA, answered along those lines. The ensuing structure had come to resemble that of an organization whose philosophy formerly was totally wrong for women.

So now we have the AIAW placing a limit on the number of scholarships alotted to each team at each school, the amount of money allowed each student athlete, the contact a prospective freshman can have with her future college, etc. Still a strong mother image for her member schools, the AIAW was looked to for guidance and her regulations accepted readily in order to "keep the other person from cheating." Women again came to respect the AIAW as the leading organization controlling women's athletics.

At about this time, Wellesley College entered the scene as a member of AIAW, hoping to have a voice in forming any new legislation, making sure that the small colleges would not get lost in the rush, and most important, making two of her students eligible to participate in the National Swimming Championships for college women.

At the AIAW National Delegate Assembly in Houston, Texas during January, the AIAW was given a supreme jolt by the announcement of the NCAA that it would begin sponsoring three

(Continued on page 7)

Wheaton fells the Mighty Blue

by Debra S. Knopman '75

The Wellesley tennis team convincingly lost to Wheaton College last Tuesday 4-1, in spite of the advantage of playing on their own lovely lakeside courts. A better day for tennis could not have been found ... certainly not by the Blue and White. Though expectations had been raised by the show of strength against B.U., inconsistency, wandering minds, and coach Darcy Holland sent the team back to basic training.

Freshwoman Denise Sleem, the team's only winner, played a strong, steady match at second singles, 6-4, 2-6, 6-4. Ghislaine Austin '76 dropped her first singles match 6-0, 6-2 while Toni Cook '78 was meeting a similar fate, losing at third singles 6-2, 6-1. Both doubles teams sweated out long close matches, but to no avail. Seniors Lucy Brown and Debbie Knopman lost a heartbreaker, 3-6, 6-2, 7-5. At second doubles, Heidi Mickelson '78 and Linda Todaro '77 were defeated 6-4, 6-4.

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